

Ford PAS State Standards Alignment Template

STATE:

FLORIDA

Planning for Business Success (7)

Appropriate Grade Level: 9 ☐ 10 ☐ 11 ☒ 12 ☒

This document is intended for schools and program sites to use when aligning the Ford PAS curriculum to the Florida Curriculum Standards. It lists the national academic content standards that are taught and applied (in aqua boxes) in this module and the corresponding Florida Curriculum Standard(s) by learning expectations (in white boxes). Note that this document identifies the most significant national academic standards that are addressed in this module so it does not correspond exactly to the Module Learning Goals in the Module 7 Teacher Guide. In some instances, standards listed here combine the language of more than one national standard or the wording is slightly modified to correspond more closely to the module content. This document uses the same abbreviations and number/letter designations that are in the Module Learning Goals tables in the Teacher Guide. "No corresponding Florida Curriculum Standard" means no state standard was found to match the national academic content standard. In addition, the activities in the module where the specific academic content knowledge is addressed are identified in the last column.

ACADEMIC CONTENT STANDARDS TAUGHT AND ASSESSED IN *PLANNING FOR BUSINESS SUCCESS*

MATHEMATICS		
NCTM 1.3: Compute fluently and make reasonable estimates.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Body of Knowledge: Algebra	
	Standard 1: Real and complex number Systems - Expand and deepen understanding of real and complex numbers by comparing expressions and performing equations and convert between different measurement units using dimensional analysis.	
	BENCHMARK CODE	BENCHMARK
	MA.912 A.1.4	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, rational numbers, irrational numbers) using multi-step and real-world problems.
	Standard 10: Mathematical Reasoning and Problem Solving - In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.	
	BENCHMARK CODE	BENCHMARK
	MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

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NCTM 2.2: Represent and analyze mathematical situations and structures, using algebraic symbols.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge: Algebra Standard 2 : Relations and Functions - Draw and interpret graphs of relations . Understand the notation and concept of a function , find domains and ranges, and link equations to functions.			
	BENCHMARK CODE	BENCHMARK		
	MA.912.A.2.7	Perform operations (addition, subtraction, division, and multiplication) of functions algebraically, numerically, and graphically.		
NCTM 5.1: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge: Statistics Standard 1: Formulating Questions – Learn to define appropriate questions for research and to pose questions in a form that can be answered by collecting and analyzing data.			
	BENCHMARK CODE	BENCHMARK		
	MA.912.S.1.1	Formulate an appropriate research question to be answered by collecting data or performing an experiment.		
	MA.912.S.1.2	Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment.		
NCTM 5.2: Select and use appropriate statistical methods to analyze data.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge: Statistics Standard 3: Summarizing Data - Learn to work with summary measures of sets of data, including measures of the center, spread, and strength of relationship between variables . Learn to distinguish between different types of data and to select the appropriate visual form to present different types of data			
	BENCHMARK CODE	BENCHMARK		
	MA.912.S.3.1	Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include: <ul style="list-style-type: none"> • bar\$graph s • line\$graph s • stem and leaf plots • circle\$graph s • histograms • box and whiskers plots • scatter plots 		

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		<ul style="list-style-type: none"> cumulative frequency (ogive) graphs 	
NCTM 5.3: Develop and evaluate inferences and predictions that are based on data.			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge: Statistics Standard 5: Interpreting Results - Gather data and determine confidence intervals to make inferences about means , and use hypothesis tests to make decisions. Learn to use data to approximate p-values and to determine whether correlations between variables are significant.		
	BENCHMARK CODE	BENCHMARK	
	MA.912.S.5.2	Apply the general principles of hypothesis testing.	
	MA.912.S.5.5	Perform hypothesis tests of means and proportions for large samples, using simulations to determine whether a sample mean (proportion) has a low likelihood of occurring.	
	MA912.S.5.6	Interpret the results of hypothesis tests of means and proportions , and make decisions based on p-values of test.	
NCTM 6.2: Solve problems that arise in mathematics and in other contexts.			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge – Algebra Standard 10: Mathematical Reasoning and Problem Solving - In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.		
	BENCHMARK CODE	BENCHMARK	
	MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart , guessing- and-checking, solving a simpler problem, writing an equation , working backwards, and creating a table .	
NCTM 8.3: Analyze and evaluate the mathematical thinking and strategies of others.			MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge – Algebra Standard 10: Mathematical Reasoning and Problem solving – In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.		
	BENCHMARK CODE	BENCHMARK	
	MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.	

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BENCHMARK CODE	BENCHMARK
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

NCTM 10.1: Create and use representations to organize, record, and communicate mathematical ideas.	MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
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STATE STANDARDS:	Math Body of Knowledge: Algebra Standard 2 - relations and functions - Draw and interpret graphs of relations . Understand the notation and concept of a function , find domains and ranges, and link equations to functions.								
	<table> <tr> <th>BENCHMARK CODE</th><th>BENCHMARK</th></tr> <tr> <td>MA.912.A.2.1</td><td>Create a graph to represent a real-world situation.</td></tr> <tr> <td>MA.912.A.2.2</td><td>Interpret a graph representing a real-world situation.</td></tr> <tr> <td>MA.912.A.2.10</td><td>Describe and graph transformations of functions</td></tr> </table>	BENCHMARK CODE	BENCHMARK	MA.912.A.2.1	Create a graph to represent a real-world situation.	MA.912.A.2.2	Interpret a graph representing a real-world situation.	MA.912.A.2.10	Describe and graph transformations of functions
BENCHMARK CODE	BENCHMARK								
MA.912.A.2.1	Create a graph to represent a real-world situation.								
MA.912.A.2.2	Interpret a graph representing a real-world situation.								
MA.912.A.2.10	Describe and graph transformations of functions								

SOCIAL STUDIES

NCSS 7b: Analyze the role of supply and demand, prices, and incentives in a competitive market.	MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
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STATE STANDARDS:	Subject Area: Social Studies Strand: Economics Standard 1 – Understand the fundamental concepts relevant to the development of a market economy.				
	<table> <tr> <th>BENCHMARK CODE</th><th>BENCHMARK</th></tr> <tr> <td>SS.912.E.1.4</td><td>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</td></tr> </table>	BENCHMARK CODE	BENCHMARK	SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
BENCHMARK CODE	BENCHMARK				
SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.				

NCSS 7h: Apply economic concepts to evaluate historical and social developments and issues.	MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
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STATE STANDARDS:	Subject Area: Social Studies Strand: Economics, Standard 3 – Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.				
	<table> <tr> <th>BENCHMARK CODE</th><th>BENCHMARK</th></tr> <tr> <td>SS.912.E.3.1</td><td>Demonstrate the impact of inflation on world economies.</td></tr> </table>	BENCHMARK CODE	BENCHMARK	SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
BENCHMARK CODE	BENCHMARK				
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.				

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BUSINESS		
NBEA ECON 1: Identify opportunity costs and tradeoffs with scarce resources. 2008 NBEA: ECON 1: Assess opportunity costs and trade offs involved in making choices about how to use scarce economic resources.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Subject Area: Social Studies - Strand: Economics, Standard 1: Understand the fundamental concepts relevant to the development of a market economy.	
	SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
NBEA ECON 7: Describe the role of markets and prices in U.S. economy. 2008 NBEA: ECON 5: Analyze the different types of market structures and the effect they have on the price and quality of the goods and services produced.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Subject Area: Social Studies - Strand: Economics, Standard 1: Understand the fundamental concepts relevant to the development of a market economy.	
	BENCHMARK CODE SS.912.E.1.3	BENCHMARK Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
NBEA ECON 8: Analyze the law of supply and demand in U.S. economy. 2008 NBEA: ECON 4: Analyze the role of markets and prices in the U.S. economy.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Subject Area: Social Studies - Strand: Economics Standard 1 – Understand the fundamental concepts relevant to the development of a market economy.	
	BENCHMARK CODE SS.912.E.1.4	BENCHMARK Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
NBEA COMM 2: Apply basic social communication skills. 2008 NBEA: COMM 2: Apply basic social communication skills in both personal and professional settings.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:		
NBEA COMM 3: Use technology to enhance communication. 2008 NBEA: COMM 4: Use technology to enhance the effectiveness of communication.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	<u>Computing for College and Careers</u>	
	<u>01.0 Use technology to enhance the effectiveness of communication skills.</u> — The student will be able to:	
	01.01 Select and use word processing software and accompanying features to enhance written business communications.	
	01.02 Use the writing process to create and edit business documents appropriate to the subject matter, purpose, and audience.	
	01.03 Use database, spreadsheet, presentation, scheduling, and integrated software packages to enhance communication.	

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	<p>01.04 Use computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.</p> <p>01.05 Respond to and utilize information derived from multiple sources (e.g., written documents, instructions, e-mail, voice mail) to solve business problems and complete business tasks.</p>	
NBEA COMM 5: Communicate effectively with various business constituencies. 2008 NBEA: COMM 3: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:		
NBEA COMP 1: Apply basic mathematical operations. 2008 NBEA: COMP 1: Apply basic mathematical operations to solve problems.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Computing for College and Careers 02.0 <u>Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.</u> — The student will be able to: 02.01 Analyze, interpret, compile, and demonstrate the ability to present/communicate data in understandable and measurable terms using common statistical procedures. 02.02 Use common standards of measurement including the metric system in solving work-related or business problems (e.g., length, weight, currency, time). 02.03 Select and use the correct mathematical processes and tools to solve complex problem situations that are typical of business settings and use formulas when appropriate.	
NBEA COMP 2: Solve problems involving whole numbers, decimals, fractions, percents, ratios, and proportions. 2008 NBEA: COMP 2: Solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA COMP 3: Use algebraic operations. 2008 NBEA: COMP 3: Use algebraic operations to solve problems.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		

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NBEA COMP 5: Interpret data, using common statistical procedures. 2008 NBEA: COMP 5: Analyze and interpret data using common statistical procedures.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
NBEA COMP 6: Use mathematical procedures to analyze and solve business problems. 2008 NBEA: COMP 6: Use mathematical procedures to analyze and solve business problems.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
NBEA ENTP 2: Develop a marketing plan. 2008 NBEA: ENTP 2: Analyze customer groups and develop a plan to identify reach, and keep customers in a specific target market.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
NBEA ENTP 3: Apply economic concepts when making decisions. 2008 NBEA: ENTP 3: Apply economic concepts when making decisions for an entrepreneurial venture.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
NBEA ENTP 4: Use the financial competencies needed by an entrepreneur. 2008 NBEA: ENTP 4: Use the financial concepts and tools needed by the entrepreneur in making business decisions.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
STATE STANDARDS:					
NBEA ENTP 8: Describe the effect of ethics, government, and different forms of business ownership. 2008 NBEA: ENTP 8: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>			
STATE STANDARDS:					
NBEA ENTP 9: Develop a business plan. 2008 NBEA: ENTP 9: Develop a business plan.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>			
STATE STANDARDS:					
NBEA ACC 3: Prepare and interpret financial statements. 2008 NBEA: ACC 3: Assess the financial condition and operating results of a company and analyze and interpret financial		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			

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statements and information to make informed business decisions.		
STATE STANDARDS:		
NBEA ACC 5: Evaluate the performance of an organization and make decisions. 2008 NBEA: ACC 6: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present value concepts to make decisions.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA MGT 3: Analyze financial data to make decisions. 2008 NBEA: MGT 10: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA MGT 9: Analyze the impact of government regulations and community involvement. No match with 2008 NBEA standards.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:		
NBEA MKT 1: Identify the roles and impact of marketing. 2008 NBEA: MKT 1: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA MKT 2: Explain the influence of external factors on marketing decisions. 2008 NBEA: MKT 3: Analyze the influence of external factors on marketing.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA MKT 4: Identify and analyze the four general forms of promotion. 2008 NBEA: MKT 4: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
NBEA MKT 5: Develop, implement, and evaluate marketing research. 2008 NBEA: MKT 5: Analyze the role of marketing research in decision making.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/>

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		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
NBEA MKT 7: Develop a marketing plan.		MODULE ACTIVITIES		
NBEA: MKT 6: Describe the elements, design, and purpose of a marketing plan.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
TECHNOLOGY				
ISTE 1.2: Become proficient in the use of technology.		MODULE ACTIVITIES		
2008 ISTE 6a: Understand and use technology systems.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
ISTE 3.1: Use technology tools to enhance learning, productivity, and creativity.		MODULE ACTIVITIES		
2008 ISTE 6b: Select and use applications effectively and productively.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>
STATE STANDARDS:				
ISTE 4.1: Use telecommunications to collaborate, publish, and interact.		MODULE ACTIVITIES		
2008 ISTE 2a: Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input checked="" type="checkbox"/>
STATE STANDARDS:				
ISTE 4.2: Use a variety of media and formats to communicate information and ideas.		MODULE ACTIVITIES		
2008 ISTE 2b: Communicate information and ideas effectively to multiple audiences using of digital environments and media.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
ISTE 5.1: Use technology to locate, evaluate, and collect information.		MODULE ACTIVITIES		
2008 ISTE 3b: Locate, organize, analyze, evaluate, and ethically use information from a variety of sources and media.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>
		4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
STATE STANDARDS:				
ITEA 4: Understand the cultural, social, economic, and political effects of technology.		MODULE ACTIVITIES		
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

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		4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
ITEA 13: Assess the impact of products and systems.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:		
CORE SKILLS		
EFF-NIFL/SCANS A2: CONVEY IDEAS IN WRITING: Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 2: Drafting The student will write a draft appropriate to the topic, audience, and purpose.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
	LA.1112.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
	Strand: Writing Process - Standard 3: Revising The student will revise and refine the draft for clarity and effectiveness.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
	Language Arts Strand: Writing Process - Standard 4: Editing for Language Conventions The student will edit and correct the draft for standard language conventions.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);
	LA.1112.3.4.2	The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;
	LA.1112.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons,

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		apostrophes, dashes, quotation marks, and underlining or italics;
	LA.1112.3.4.4	The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
	LA.1112.3.4.5	The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.
EFF-NIFL/SCANS A3: INTERPRET AND CONVEY IDEAS VISUALLY: Interpret and construct visual representations, including symbols, pictures, graphs, blueprints, schematics, flowcharts, and concept maps.		MODULE ACTIVITIES 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Information and Media Literacy - Standard 1: Informational Text - The student comprehends the wide array of informational text that is part of our day to day experiences.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
	LA.1112.6.1.2	The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and
	LA.1112.6.1.3	The student will use the knowledge to create a workplace, consumer, or technical document.
EFF-NIFL/SCANS A4: SPEAK SO OTHERS CAN UNDERSTAND: Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	Language Arts Strand: Communication - Standard 2: Listening and Speaking - The student effectively applies listening and speaking strategies.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.5.2.1	The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
	LA.1112.5.2.2	The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
	LA.1112.5.2.3	The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
	LA.1112.5.2.4	The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and
	LA.1112.5.2.5	The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources,

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	webcasts).	
EFF-NIFL/SCANS B1: USE MATH TO SOLVE PROBLEMS AND COMMUNICATE: Understand and communicate using mathematical representations; solve problems using mathematical concepts and quantitative, algebraic, or geometric procedures; and verify reasonableness of results.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	Math Body of Knowledge: Algebra - Standard 10: Mathematical Reasoning and Problem Solving - In a general sense, all of mathematics is problem solving. In all of mathematics, use problem-solving skills, choose how to approach a problem, explain the reasoning, and check the results.	
	BENCHMARK CODE	BENCHMARK
	MA.912.A.10.1	Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing-and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.
	MA.912.A.10.2	Decide whether a solution is reasonable in the context of the original situation.
	MA.912.A.10.3	Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).
	MA.912.A.10.4	Use counterexamples to show that statements are false.
EFF-NIFL/SCANS B2: SOLVE PROBLEMS AND MAKE DECISIONS: Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding Florida Curriculum Standard"	
EFF-NIFL/SCANS B3: USE LOGICAL REASONING: Discover rules or principles underlying relationships among objects or situations, draw conclusions, apply to new situations, and evaluate correctness of conclusions.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE STANDARDS:	"No corresponding Florida Curriculum Standard"	
EFF-NIFL/SCANS B5: UNDERSTAND COMPLEX SYSTEMS: Understand how social, organizational, and technological systems work; monitor and correct performance; suggest modifications; and develop alternative systems.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>
STATE STANDARDS:	"No corresponding Florida Curriculum Standard"	
EFF-NIFL/SCANS B6: PLAN: Set and prioritize goals; develop an organized approach; prepare budgets, schedules, and work plans; track and monitor progress; and evaluate effectiveness.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>
STATE	"No corresponding Florida Curriculum Standard"	

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STANDARDS:			
EFF-NIFL/SCANS C1: COOPERATE WITH OTHERS: Interact with respect for others' ideas and contributions, seek and offer clear input, and adjust actions in order to jointly accomplish a task.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	
STATE STANDARDS:	"No corresponding Florida Curriculum Standard"		
EFF-NIFL/SCANS C2: ADVOCATE AND INFLUENCE: Define objectives, gather facts to build a case, assess and take into account others' interests and resources, present a clear case, and revise it in response to feedback.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Writing Applications - Standard 3: Persuasive - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
	BENCHMARK CODE	BENCHMARK	
	LA.1112.4.3.1	The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and	
	LA.1112.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).	
EFF-NIFL/SCANS D3: LEARN THROUGH RESEARCH: Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	
STATE STANDARDS:	Language Arts Strand: Information and Media Literacy - Standard 2: Research Process - The student uses a systematic process for the collection, processing, and presentation of information.		
	BENCHMARK CODE	BENCHMARK	
	LA.1112.6.2.1	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;	
	LA.1112.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;	
	LA.1112.6.2.3	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and	
EFF-NIFL/SCANS D4: USE INFORMATION AND COMMUNICATIONS TECHNOLOGY: Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.		MODULE ACTIVITIES 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	

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STATE STANDARDS:	Language Arts Strand: Information and Media Literacy - Standard 4: Technology - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
	LA.1112.6.4.2	The student will routinely use digital tools for publication, communication and productivity.

SELECTED ACADEMIC CONTENT STANDARDS APPLIED THROUGHOUT *PLANNING FOR BUSINESS SUCCESS*

ENGLISH LANGUAGE ARTS		
NCTE IRA 7: Gather, evaluate, and synthesize data from a variety of sources to communicate a particular purpose or to a particular audience.		
STATE STANDARDS:	Language Arts Strand: Writing Process - Standard 1 – Prewriting - The student will use prewriting strategies to generate ideas and formulate a plan.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
	LA.1112.3.1.2	The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
	Language Arts Strand: Writing Process - Standard 2: Informative-The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.4.2.2	The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;
	Language Arts Strand: Research Process - Standard 2: The student uses a systematic process for the collection, processing, and presentation of information.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.6.2.1	The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
	LA.1112.6.2.2	The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

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	LA.1112.6.2.3	The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and
NCEE (Pitt) 1: Read and comprehend informational materials and produce written or oral work that summarizes information.		
STATE STANDARDS:	Language Arts Strand: Reading Process - Standard 7: Reading Comprehension The student uses a variety of strategies to comprehend grade level text.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
NCEE (Pitt) 3c: Prepare and deliver a presentation that shapes information to achieve a particular purpose and to appeal to the interests and knowledge of audience members.		
STATE STANDARDS:	Language Arts Strand: Information and Media Literacy - Standard 3: Media Literacy - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	BENCHMARK CODE	BENCHMARK
	LA.1112.6.3.2	The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
	LA.1112.6.3.3	The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
TECHNOLOGY		
ITEA 17: Understand and be able to select and use information and communication technologies.		
STATE STANDARDS:	No corresponding Florida curriculum standard	